

**University of Washington Tacoma Site Visit  
Principals and Program Administrators Preparation  
January 21-23, 2007**

**STANDARD 1: PROFESSIONAL EDUCATION ADVISORY BOARD (PEAB)**

*Operating Procedures, Membership, Meeting Times*

The unit has established a PEAB in accordance with WAC, with the requisite membership. There are currently 11 members on the PEAB, with four appointed by WASA, two by AWSP, one by WFIS, and one by WEA; the other members are UW-Tacoma faculty.

The program has established by-laws in accord with WAC, and has met at least four times a year. PEAB minutes indicate that the group has reviewed all five program approval standards within the past two years. In addition, the PEAB has reviewed placement statistics, assessment data, and other information about the program. The PEAB has submitted an annual report with all requisite information in each of the past five years.

PEAB members indicated they were always invited to participate in selection of candidates but found it difficult because of time constraints. However, they said they were comfortable with both the selection process and the quality of the candidates, and noted that the program did not hesitate to reject applicants who did not meet the standards. PEAB members regularly interview small groups of current candidates and program completers at their meetings.

***Recommended rating: Met***

*Collaborative Function*

PEAB minutes and annual reports, as well as interviews with PEAB members, provided ample evidence that the program and PEAB have a strong collaborative relationship. The PEAB has regularly reviewed a variety of program data. Minutes and annual reports clearly summarize PEAB recommendations and program responses.

PEAB members were unanimous in agreeing that the program took their input seriously. They cited a case in which they raised possible concerns about supervision during the internship; by the next meeting program faculty had developed a supervisor handbook. One member characterized the program's responsiveness as "pretty amazing." Another, stressing the busy schedules of PEAB members, said, "If we weren't being heard we wouldn't come."

In addition to what they learned about program quality from formal PEAB activities, several members noted that their districts liked to hire graduates of the UW-T principal program, so they had had extended opportunities to see UW-T graduates in action—and were pleased with what they saw. They cited a long list of qualities that characterized program graduates.

***Recommended rating: Exemplary***

## **STANDARD 2: ACCOUNTABILITY**

### **Learner Expectations**

Learner expectations for candidates in the Principal/Program Administrator programs are clearly articulated in the course catalog, program brochures, the department website, and course syllabi. The degree and certification options available in the program are provided in brochures and at the program website. Advising materials make clear the outcomes and expectations for courses, seminars and field experiences. Documents provided for review during this site visit indicated that course-based assessments and field-based evaluations are aligned with learner expectations and the broad themes expressed in the conceptual framework. The Principal/Program Mission and Vision statement clearly communicates the program goals and the beliefs upon which program outcomes are premised. Course syllabi and the Internship Manual provide an effective description of all major program elements and expectations, including timelines and calendars, required assessments and information pertaining program policies and procedures and professional conduct. The internship Manual describes clearly the expectations for field placements associated with the program. The Manual also effectively delineates the roles and expectations for the University and Field-based faculty and supervisors. Documents reviewed during the visit (e.g. brochures, handouts, syllabi and advising materials) provided evidence that learner expectations are well aligned with the conceptual framework and program mission statement.

During interviews, current candidates provided ample evidence of their awareness of program expectations and key transition points. Candidates, faculty and staff demonstrated a general understanding of linkages among program components and the conceptual framework. Adjunct faculty demonstrated a general knowledge of linkage of the areas in which they teach with the conceptual framework. Current candidates also demonstrated a clear understanding and embrace of the overarching themes and propositions of the framework, although, they were not firm on the specific language or organization of the framework.

Candidates assemble a school data analysis notebook and a professional portfolio during the program. The examples of these artifacts provided for review during this visit provided clear evidence that candidates understand and are applying program expectations in field-based practice.

Program graduates interviewed during the visit clearly communicated that they felt their preparation was appropriate, useful and relevant and that all program expectations had been clearly communicated to them and that those expectations were very well aligned with the world of practice.

***Recommended rating: Met***

### *The Assessment System*

The Principal/Program Administrator program prepares school administrators who understand the value of data for decision-making and who are skilled in collecting and making sense of data from a variety of sources. Furthermore, it is clear that the program faculty are disposed to use data for program improvement and that they model this disposition. However, a comprehensive Assessment System would entail collection of multiple forms of data besides program and course-base assessments; include processes for combining and aggregating data from multiple sources, and would systematically evaluate assessment procedures for fairness, consistency, and accuracy. These features were not observed in the evidence provided for examination during this visit. The program collects data pertaining to applicant qualifications, candidate proficiencies, performance of graduates and program operations; however, two variables distinguish the data collection activities in the Principal/Program Administrator program from an Assessment System as described in Standard II of WAC 181-78A-255.

First, data collection, and analysis, functions all seem to be conducted by one or two on campus program faculty and used primarily for decisions about candidate progress. It was not evident that data are collected, maintained and reported in a manner that would support systematic evaluation of overall program effectiveness and ongoing program improvement. Although it is likely that the program faculty make periodic program adjustments based on their own interpretation of program outcomes, the only external reporting of program data seemed to be in the annual report to the Principal/Program Administration PEAB. Those reports focused primarily on results from end of program interviews conducted with candidates. Data from that process takes the form of narrative statements and the program does not seem to use a systematic strategy for aggregating those data or for combining qualitative interview data with other assessment data. Also, it is not clear that the program systematically assesses the fairness, accuracy or consistency of measures.

The second and distinguishing variable is that the UW-T Education Program does not yet maintain a systematic assessment system. Data are distributed across a number of separate files maintained in various faculty, staff, and administrator offices rather than maintained in a single data file or data system. Evidence was not observed that the program collects, maintains and reports data on a predetermined schedule or that reports are generated proactively for ongoing formative program evaluation other than those presented to the PEAB or for university or state accountability reporting. Interviews with faculty, staff, and administrators indicated that there is a general awareness that data collection processes are not systematic at the program level and faculty and staff were able to articulate strategies for converting the current data processes into a comprehensive Assessment System.

It is likely that various elements of the conceptual framework are infused throughout courses and field experiences in the Principal/ Program Administrator preparation program. For example there seems to be shared understanding of the value of theory for informing practice among faculty and candidates. Generally, the evidence provided for

this site visit indicated that the conceptual framework forms the basis for assessments. In particular, it is clear in the Principal/ Program Administrator program that there is a strong ethic of infusing theory into practice and that candidates understand the purpose and rationale for various program components. Review of course syllabi and advising and assignment materials indicated that assessments embedded in courses or field experiences generally are linked to the competencies delineated in the conceptual framework and the ISLLC standards.

At the individual candidate level, assessment data are included in admission and completion decisions. Assessments and criteria for critical program-progress gates such as completion of pedagogical coursework, or eligibility for internship are based on course completion and qualitative evaluations in a formative and quite comprehensive Quarterly Report completed by candidates. Ongoing continuation in the program is linked to GPA and successful course completion. Also, the program has established procedures for identifying students who experience difficulty in course or field placements.

The program does not maintain an assessment system electronically. Data are collected and maintained in a number of separate spreadsheet and relational data files, in the office of the Certification Officer as well as in various university data systems. These files are not linked and it would not be possible to directly combine data from various sources or assessment processes to develop aggregated data reports.

***Recommended rating: Unmet***

#### *Use of Data for Program Improvement*

Within constraints noted in the previous section regarding the weaknesses associated with the program Assessment System, the Principal/Program Administrator program does use data for program improvement. As noted earlier, this decision process tends to rest primarily with one or two faculty members and there does not seem to be a more general process for systematic data utilization for program improvement. Candidate and faculty assessment data are shared with the PEAB and that board does make program recommendations on the basis of those reports. Interviews with graduates indicated that the program has made a number of adjustments in the last four years, based on feedback they have provided. Recent graduates and current candidates' comments suggested that these adjustments do represent program improvements and that the overall program effectiveness has improved as a result of these data-based program changes.

***Recommended rating: Met***

#### *Positive Impact on Student Learning*

Candidates in the Principal/Program Administrator program learn a variety of strategies for assessing positive impact on student learning. Candidate work samples, including

portfolios reviewed during the visit included examples of formative classroom-based assessments, performance assessments and summative assessments used in pre-post formats. All candidates complete an extensive analysis of school based-data that includes data about teachers' impacts on student learning.

Candidates in various stages of program completion were interviewed during the visit and these individuals were able to describe a variety of contexts and examples of their positive impact on student learning. These candidates also were able to provide specific and detailed descriptions of assignments and course-based activities where they acquired knowledge and skills in assessing positive impact on student learning. Program graduates interviewed during this visit included individuals who have been out of the program for as many as five years and as few as one year. Uniformly, graduates indicated that the program was effective in helping them learn strategies for evaluating impact on students learning in a variety of contexts in their schools.

The program provided for review examples of candidate work including portfolios that included assessments and candidate reflective writing samples that documented a positive impact on student learning. It is not clear that these artifacts are systematically analyzed or that positive impact data are aggregated for program-level decision-making. Examples of data in candidates' School Wide Assessment Project (SWAP) assignments include evidence of positive impact on student learning and the program seems to maintain a number of examples of these artifacts.

***Recommended rating: Met***

### **STANDARD 3: UNIT GOVERNANCE AND RESOURCES**

#### **Unit Leadership and Authority**

The Director of the Education unit oversees all of the unit operations and reports to the Vice Chancellor for Academic Affairs. There is a clearly delineated organizational chart for the unit and a clear definition of the roles of the support staff. The Educational Leadership Program has a program coordinator who provides strong leadership and support for the program.

The unit is perceived as being strong and many interviews revealed that the faculty and director are viewed as competent and as good academic citizens who contribute to the mission of the university and the local community in many important ways.

***Recommended rating: Met***

#### **Qualified Faculty and Modeling Best Practices in Teaching**

The vitas of the program faculty provide evidence of the strong qualifications each member brings to the programs. They are engaged in scholarship and service which enrich their teaching and are able to bring the conceptual framework and the goal of “Theory into Practice” to life for their students. Student course evaluation data and interviews with students and alumni confirmed that faculty members, including full time and adjunct, achieve a high level of competence in modeling best practices in teaching.

***Recommended rating: Met***

#### **Modeling Best Practices in Scholarship**

The vitas of the program faculty, the display of their published works, and their track record in the promotion and tenure process provide evidence of the productivity of the program faculty. They have published in high quality journals as well as books, book chapters, and other publications. They are active in the professional associations and have an impressive record of writing and obtaining grants successfully.

***Recommended rating: Met***

#### **Modeling Best Practices in Service**

The program faculty are involved in many service activities in the local community, as documented by their vita and interviews. The program coordinator not only works closely with administrators in local P-12 school districts, but also works with OSPI on school-based leadership issues faced by school improvement teams. The program faculty are viewed by their peers on campus as being good academic citizens who not only provide high quality programs, but are also helping to shape the future of the campus. Many faculty have devoted their talents, as well as considerable time, in the development of the

lower division curriculum, in faculty and campus governance activities, and in community activities.

***Recommended rating: Met***

*Experience working with Diverse Faculty*

A study of the backgrounds of the program faculty reveals an intentional move towards increasing the diversity of the faculty (with “diversity” meant in its broadest sense). Faculty hiring has been done with a clear goal of increasing the diversity among the faculty; at this point 25% of the permanent faculty are non-white. There is a clear plan in place to bring the perspectives of guest speakers and adjunct faculty from many different backgrounds to the students in order to broaden their experience.

***Recommended rating: Met***

*Experience Working with Diverse Candidates*

The unit faculty and administration have been working on a variety of strategies to recruit candidates from under-represented populations and have experienced some success. The director has met with leaders of the African American community to discuss strategies the program faculty could use to increase the diversity of candidates in the program and several of the recommendations that came out of those meetings have been employed. The unit has also worked on increasing financial support for candidates from under-represented groups and the program have helped candidates of color successfully find scholarships and be awarded state funding to support their internships. In interviews with the Administrator PEAB, the students and alumni, the consistent message was that even more scholarships and other support systems need to be in place to attract candidates and assist them with access to the program.

***Recommended rating: Met***

*Experience Working with Diverse Students in P-12 Schools*

Interviews with the Administrator PEAB, the program faculty, students, and alumni verified that administrative interns are placed in P-12 schools that represent a broad array of students from different ethnic, racial, gender and socioeconomic groups. Their mentors and supervisors meet with them to help them process what they’re learning and assist them with their goal of helping all students learn.

***Recommended rating: Met***



### Collaboration

The program faculty are engaged in regular and systematic collaboration with colleagues in P-12 settings. This was verified on their vita, through interviews with the Administrator PEAB, and with students and alumni.

***Recommended rating: Met***

### Unit Budget

The unit receives sufficient funding, proportional to other comparable units on the campus. The education programs account for approximately 6.5% of the campus enrollment and they receive approximately 7.2% of the instructional budget. In comparison, the nursing unit accounts for approximately 4.8% of enrollment and 6.3% of the instructional budget. The budget supports both the on-campus and clinical work that are essential to this program.

***Recommended rating: Met***

### Personnel

The program faculty bring excellent qualifications and experience to their work. Students, alumni, and the members of the Administrator PEAB spoke highly of the program faculty. The program coordinator responded to concerns expressed by the PEAB about supervision loads and immediately made changes that corrected the problem and provided high quality supervision. Policies and procedures that affect faculty are found in the "Code". Their workloads are consistent with faculty in other programs and they receive adequate support for daily tasks and for professional development.

***Recommended rating: Met***

### Unit Facilities

The unit has adequate campus and school facilities to support candidates in meeting standards. The offices and classrooms are well-maintained. The classrooms provide space for collaborative work. The only area of concern mentioned during the visit was about the growing demand for more space in the library, needed for housing the growing collection and for providing spaces for students to work together on assignments and other projects.

***Recommended rating: Met***

### Unit Resources Including Technology

The unit allocates resources across the programs to prepare candidates to meet standards for their fields. The campus provides state-of-the-art technology and it is infused into the curriculum. There are several technology labs on the campus, the library provides

additional computer access, and the curriculum lab provides additional access. The classrooms are equipped with SmartBoards, the faculty use technology in their teaching, and the candidates are well-prepared to use state-of-the-art technology in their internships. The unit has also invested in providing an excellent curriculum laboratory space and collection of P-12 text series and other curricular materials.

***Recommended rating: Exemplary***

*Unit Evaluation of Professional Education Faculty Performance*

The unit has developed a comprehensive system for evaluation of faculty performance. Student evaluations are conducted at the end of every course. Students and alumni spoke highly of their interactions with the faculty, of being treated respectfully and of being “heard” when they had suggestions. This feedback is incorporated into the peer evaluation of merit review each faculty member undergoes each spring. In addition, all tenure-track faculty must undergo the same tenure and promotion review process used by the entire faculty at the University of Washington campuses. Faculty also meet with the director each spring to develop a professional development plan based on accomplishments of the previous year and goals for the next year.

***Recommended rating: Met***

## **STANDARD 4: PROGRAM DESIGN**

### ***The Conceptual Framework***

A conceptual framework has been diagramed for University of Washington, Tacoma. The framework, originally designed for the Teacher Certification Program, has been determined to describe the entire program. The diagram, however, is not supported by any kind of narrative that articulates the theoretical and research foundations for the framework.

Current candidates and graduates believed strongly that the program has a distinctive philosophy and could identify some of the distinctive features, and the unit's commitment to parts of the framework was established. For example, Principal/Educational Administrator candidates are well prepared to follow professional norms and ethics. Nevertheless, the conceptual framework did not emerge as a cohesive basis for the university's program design.

Members of the unit, including candidates and faculty, were not able to articulate a clear understanding of the conceptual framework as a shared vision for the unit's efforts to prepare educators to work effectively in P-12 schools. Evidence was not found that the essential learning requirements are supported through the conceptual framework.

***Recommended rating: Unmet***

### ***Recruitment, Admission, and Retention***

UW-T has a recruitment process that includes program flyers, an informational website, and a recruiting/information schedule. Admission requirements are clearly stated in program applications and application checklists.

Principal/Ed Admin candidates begin the application process with an internship site and mentor principal or program administrator pre-determined. After the program confirms the appropriateness of the site and the willingness of the mentor, a field supervisor is assigned to the candidate. Candidates also become part of a cohort group, with whom they meet quarterly. Field supervisors meet with candidates a minimum of 1.5 times per month.

Candidates receive quarterly evaluations by their field supervisors. Alumni report that the field supervisors are a "constant resource," and the program has a rigorous screening process that assures that the cohort group is "serious and committed," thus increasing the likelihood of success by the group.

Candidates include members from under represented groups.

***Recommended rating: Met***

### Learner Expectations

The unit clearly articulates the proficiencies that candidates are expected to develop during their program. For example, the Internship Evaluation form, administered quarterly, is based on the six ISLLC standards. The Intern Experience Verification Form also lists tasks and proficiencies that are required. One of those tasks is the development of a School Wide Assessment Portfolio for the site school.

***Recommended rating: Met***

### Field Experiences and Clinical Practices

The candidate's field experiences and clinical practices are the result of collaboration between the UW-T and the school. A comprehensive list of suggested Experiences for Principals and Program Administrator Interns is made available to candidates and is used to tailor experiences to fit the needs of the school and the intern. Those experiences are documented by the candidate in a portfolio.

UW-T candidates gather and compile assessment data for their schools to develop a School Wide Assessment Portfolio for each school. The candidates then use the SWAP as they work with school personnel to develop a data-driven School Improvement Plan. The project results in a highly usable resource for the site school. Alumni also report using the project as a reference for school improvement planning in their professional capacity.

Field experiences balance theory with real life applications. Coursework is carefully planned to coincide with the operations of the school. For example, the Human Resources course is held in the spring so that candidates may apply their learning to hiring activities that occur in schools during that time.

***Recommended rating: Met***

### Entry and Exit Criteria

Entry and exit criteria for candidates in clinical practice are published in EdAd Handbooks and program applications. Candidates must be in good standing in the program to enter clinical practice, and remain in good standing, with the approval of field supervisors and university personnel each quarter.

A standard procedure for intervention and/or exiting from the program is in place to support candidates who experience difficulties. A plan for improvement is developed, and assistance from the unit is provided. The goal of the procedure is to make the individual accountable while being given room to grow or exit.

***Recommended rating: Met***

### *Collaboration with P-12 Schools*

Extensive evidence of collaboration by professional education faculty with P-12 colleagues and schools is documented in the unit's Faculty Collaboration and Service report. The evidence includes leadership positions in professional organizations, participation in state standards committees, in-services and presentations to community organizations and schools, a wide range of consultant roles, and participation in university committees.

One example was a Math, Science, and Technology Summit held at UW-T October 31, 2002. The summit was attended by representatives from several public school districts and resulted in recommendations for Math, Science, and Technology Education.

***Recommended rating: met***

### *Regionally Accredited Degrees*

All candidates produce evidence of a baccalaureate degree from a regionally accredited college or university as a prerequisite to admission to the program. Failure to produce the evidence would disqualify the applicant from candidacy.

***Recommended rating: Met***

## **STANDARD 5: KNOWLEDGE AND SKILLS**

*Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

The principal program at UW-Tacoma clearly demonstrates a strong sense of mission and purpose. Curriculum elements, candidate performance requirements, feedback from faculty within and outside of the program, PEAB activities and student feedback confirmed a consistent effort to develop administrators that are thoughtful and action oriented.

Courses were closely aligned with theories of leadership, developing candidates' understanding of and ability to create and maintain a school of purpose. An example of how strongly students are pushed to think and use data to assess current practice and performance was found in the school-wide assessment plan (SWAP). The emphasis on knowing your community, analyzing the strengths and weaknesses of practice and performance, and guiding the community to set goals for improvement offer candidates tools for championing a vision for school success.

It was clear from both interviews and document evidence that students were instructed not only on theories but also on how to develop those theories into practical experiences within a school setting. For example, a generous amount of time and explanation is given to organizing and analyzing data aided by technology applications. From this work students are required to prioritize and utilize data to develop SMART goals and plan for demonstrating the vision within the actual school setting. Field supervisors and faculty monitor this process throughout the program through formal progress monitoring and review of reflections narratives completed by candidates. In addition, students are expected to regularly analyze, in writing, the connections between school leadership principles and school climate as they relate to the vision/mission within a school.

***Recommended rating: Exemplary***

*Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

Candidates are given opportunities to develop a richer understanding of the school culture in which they work. Authentic experiences related to assessing the school culture and responding to the needs of the community are a major part of the SWAP. Candidates are expected to outline a plan of action that supports student learning. The development of

this plan includes both curriculum and instruction analysis and professional development for staff. Cooperating principals were very encouraged and appreciative of the depth of information students collected and utilized when assisting in the creation of school improvement plans.

Current candidates and former candidates expressed appreciation for the program's high standards and expectation for effecting change within schools. An example of how student learning plays a role in leader decision-making can be seen in the emphasis on understanding students' performance. Candidates are taught to be discerning when analyzing data and to look to research to support and validate potential solutions for school improvement.

***Recommended rating: Met***

*Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.*

UW-Tacoma's principal program utilizes a concurrent model in which candidates are offered instruction while they are actively engaged in real schools as interns. Candidates remarked that this model of professional development is helpful as there is good integration between what they learn in courses with what is happening at their school sites. The field experience checklist and the follow-up by field supervisors assist both the candidate and the cooperating principal in ensuring that candidates receive a broad experience in the day-to-day operations of a school.

In addition to hands-on training, candidates receive a well-rounded education with courses such as Human Resources, Supervision of Instruction, and School Finance & Educational Policy.

Again, the SWAP process is an intense project that requires candidates to frame problems, collect and interpret data, synthesize information to outline options for action, implement strategies, and gauge effectiveness over time. Some candidates noted implementation as the more difficult element of this cycle for continuous improvement. As guest administrators, candidates' findings may not coincide with improvement initiatives already in place at given school sites or cooperating principals may not wish to address the findings which limit the candidates' authentic experience for completing the whole cycle. Document evidence, however, demonstrated that candidate creativity, initiative and skill level towards implementation of ideas plays an important role in creating a complete intern experience.

***Recommended rating: Met***

*Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Attention to diversity, community and relationships is a strength within the UW-Tacoma program. It was striking how candidates consistently emphasized the passion with which the faculty teach and encourage students to think and connect with their communities. It was not as readily apparent how the program teaches strategic approaches to collaboration as stated in this strand. However, theoretical underpinnings of community, diversity, and the needs of the poor are clearly a major focus for the program as a whole.

The implementation of a formal Community Action Plan (CAP) has been designed to fill this gap and should provide a more concrete expectation for candidates. While still in the planning stage, the CAP has the potential to provide candidates with additional experience in identifying the diversity within school communities and strengthen their facility for influencing school improvements both inside and outside of the school system.

One example of how candidates are formally trained to engage in conversations and action among various stakeholders can be seen in the course Group Leadership in Educational Administration. Candidates are exposed to theories and strategies for effective communication, problem solving, groups decision-making and dealing with conflict.

***Recommended rating: Met***

*Thorough professional leadership by acting with integrity, fairness and in an ethical manner*

Competence and professionalism are reflected throughout the program from stringent selection processes for acceptance into the program to on-going performance expectations to final project outcomes. Program participants noted that the program emphasizes candidates developing integrity, which is both communicated and modeled by professors. In addition, rigor and humility were identified as common characteristics of the program emphasis.

Candidates are required to self-assess in a variety of contexts. Candidate portfolios, the School-Wide Assessment Plan, quarterly reports, monthly meetings with field supervisors, seminar tasks, and a field experience checklist are all instrumental components for developing self-reflection and personal/professional growth.

With respect to school improvements and increased student learning, formal attention to knowing and understanding the EALRs /GLEs, conducting a climate survey of cooperating schools, interviewing key-role staff members within the school system, and developing supervision skills all contribute to increasing leadership capacity of candidates.

***Recommended rating: Met***



*Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*

Candidates are exposed to a variety of theoretical and conceptual understandings. None is more consistent than effort to develop in candidates the perspective that the principalship extends beyond management of operations. Of particular note are courses that cover issues related to culture (individual, school, community, society) and the impact of change. Challenges in Educational Administration and Leadership in a Changing Society

The Community Action Plan (CAP) will provide candidates with additional experience in identifying the diversity within school communities and strengthen their facility for influencing school improvements both inside and outside of the school system.

***Recommended rating: Met***